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more the student is held to hearing, understanding, speaking the foreign tongue, and the less he hears his mother tongue, the more opportunity and time does he secure to exercise his powers in the new language with its many idiomatic terms, and thus to acquire the same so much more firmly and enduringly. The acquired vocabulary will be rich and full, and the logical result of this training of the observing and reproductive faculties will be the skill of expression in the idiomatic conversational German. We at once recognize familiarity with a language by a persons' use of idioms. On the other hand, the person who does not know the idioms fails to understand the life of the language. It is hardly necessary to state that a study of isolated vocables is at best incomplete, dull, and unprofitable. In offering a vocabulary in a living connection, we must recognize the most valuable means for its acquisition, for in that manner the real grasp of the meaning, the feeling of the thought-content is a more vital one. It brings about the proper texture in language connection, and a living connection is by all means the most valuable. We need not necessarily follow Gouin's method in every detail; still we can take cognizance of the fundamental principles and with proper adaptations embody them into our language-instruction.

"Prüfe alles; das Beste behalte!"

THE STUDY OF COGNATES AS AN AID IN THE ACQUISITION OF A VOCABULARY

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Our subject naturally divides itself into two parts, the study of related words, as to their change of form and as to their change of meaning. Attention has been paid to the first named in two articles published in the *School Review*.¹ In speaking, therefore, of the external changes that cognates have undergone in English and German, we will limit ourselves to an

¹ Vol. X, pp. 60-68; Vol. XIII, pp. 315-23.

enumeration of consonant-equations. No attempt will be made to present the scientific aspect of questions involved. We also admit that further exceptions to some of these equations may be found, but in the majority of cases they will hold good and prove of material aid.

SONOROUS CONSONANTS

English liquids and nasals=German liquids and nasals: lent=*Lenz*; rain=*Regen*; fetter=*Fessel*; man=*Mann*; name=*Name*; seldom=*selten*. Eng. *mb*=Ger. *mm*: timber=*Zimmer*.

THE SEMIVOWELS *w* AND *j*

1. Eng. *w*=Ger. *w* : warm=*warm*; Eng. *wr*=Ger. *r* : write=*reisen*; Eng. *wh*=Ger. *w* : white=*weisz*.

2. Eng. consonant *y* (unless developed from original *b*)=Ger. *j* : year=*Jahr*; Eng. *j* in words of Romance origin=Ger. *j* : jacket=*Jacke*.

STOPS AND SPIRANTS

Labials

Initial Eng. *b*=Ger. *b* : book=*Buch*; medial Ger. *b*=Eng. *v* : *Rabe*=raven; final Ger. *b*=Eng. *f*, *ff* : *Kalb*=calf, *ab*=of, off. The reverse of the last-named equation is not invariably correct. If final Eng. *f* or *ff* goes back to original *f*, its German correspondence remains *f* : wolf=*Wolf*; stiff=*steif*.

2. Initial Eng. *p* and Eng. *p* after *m*=Ger. *pf* : pan=*Pfanne*, rump=*Rumpf*. Eng. *p* occurring after vowels and liquids=Ger. *f* (if preceded by a long vowel), *ff* (if preceded by a short one) : gripe=*greifen*; ship=*Schiff*; help=*helfen*; harp=*Harfe*. The few exceptions to this rule, e. g., hop=*hoppen*, are to be explained by the occurrence of double consonants in the older words. Exception: *P* does not shift after *s* : spring=*springen*.

3. Eng. *f* (rarely written *v*)=Ger. *f* or *v* : find=*finden*; vixen=*Füchsin*; full=*voll*; oven=*Ofen*; twelve=*zwölf*; hoof=*Huf*.

Dentals

1. Eng. *d*=Ger. *t*: day=*Tag*; deaden=*töten*; word=*Wort*. Exception: After *n*, Eng. *d* corresponds to Ger. *d*, sometimes also after *l*: wind=*winden*; gold=*Gold*.

2. Initial Eng. *t*=Ger. *z*: toll=*Zoll*. Eng. *t* after *n* and after liquids=Ger. *z*: mint=*Münze*; malt=*Malz*; heart=*Herz*. Eng. *t* after vowels=Ger. *ss*, *sz*, *s*: water=*Wasser*; hate=*has-sen*, *Hasz*; what=*was*. Exceptions to the last-quoted equation, such as sit=*sitzen*, are again due to earlier gemination; compare Anglo-Saxon *sittan* and Dutch *zitten*. Exception: *T* is not shifted (*a*) after a spirant: often=*oft*; stone=*Stein*; mast=*Mast*; night=*Nacht*; (*b*) in the combination *tr*: tread=*treten*; titter=*zittern*.

3. Eng. *s*=Ger. *s*: so=*so*; rose=*Rose*; us=*uns*; miss=*missen*. Exception: Eng. *sl*, *sm*, *sn*, *sw*=Ger. *schl*, *schm*, *schn*, *schw*: slim=*schlimm*; small=*schmal*; snout=*Schnauze*; swing=*schwingen*.

4. Eng. *th*=Ger. *d*: thorn=*Dorn*; leather=*Leder*; oath=*Eid*.

PALATALS AND GUTTURALS

1. Initial Eng. *g*=Ger. *g*: good=*gut*. Sometimes *y* appears in Eng.: yellow=*gelb*. Initial Eng. *gn*=Ger. *n*: gnaw=*nagen*. Medial and final Ger. *g*=Eng. *i*, *y*, *w*=forming a diphthong with the preceding vowel: *Hagel*=hail; *sagen*=say; *mag*=may; *Fliege*=fly; *Vogel*=fowl; *Bug*=bow. Eng. *dge*=Ger. *cke*: midge=*Mücke*.

2. Initial Ger. *k*=Eng. *k*, *c*, or *ch*: *kühn*=keen; *kommen*=come; *Kinn*=chin. Eng. *kn*=Ger. *kn*: knight=*Knecht*. Eng. *qu*=Ger. *qu* or *k*: quicksilver=*Quecksilber*; quiver=*Köcher*. If old *k* appears in medial or final position, it may remain in Ger. and Eng., or may change to *ch*, *ck*, in Eng. also to *tch*: yoke=*Joch*; starch=*Stärke*; lark=*Lerche*; bake=*back-en*; stitch=*sticken*. As, viewed from the modern idiom, no rule can be given as to when any one of these will appear, this correspondence is of small practical value. Eng. *x*=Ger. *chs*: wax=*Wachs*. Eng. *sh*=Ger. *sch*: bush=*Busch*.

3. Initial Eng. *h*=Ger. *h* : hard=*hart*. Eng. *ght*=Ger. *cht* : light=*Licht*.

A list of equations starting with the German cognate and usable for school purposes may be found in the introduction to Dr. Oscar Weineck's *Third German Reader*, F. W. Christern, New York.²

THE STUDY OF THE VOCABULARY IN MODERN LANGUAGE TEACHING AS OUTLINED BY THE REFORMERS¹

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To facilitate the learning of a modern foreign language the pupil should acquire by various means a permanent vocabulary. The more the pupil is compelled to hear, understand, talk, and reproduce in writing the foreign language, the greater is his opportunity for practice in the use of the language and the more surely he will absorb the foreign idiom. Apart from the vocabulary, which the pupils will gradually acquire in a somewhat haphazard way from the reading of foreign authors, the teacher should from the beginning aim at adding systematically to the stock of words learned by his class. It ought to be a cardinal principle in language teaching that new words be learned after and not before the pupil has met them, either in his reading or in conversation.

With beginners and young children it is well to discuss small groups of words which are connected either by their sense or form. After these words have been explained, they are to be learned by the class. These groups of words may be taken

² To illustrate the change of meaning in cognate words, a résumé of the following two books was given: Dr. Albert Waag, *Bedeutungsentwicklung unsres Wortschatzes*. Lehr in B., 1901; Michael Bréal, *Essai de sémantique* (Science des significations), Paris, Librairie Hachette et Cie., 1897.

¹ Bibliography: (1) Karl Breul, *The Teaching of Modern Foreign Languages and the Training of Teachers*, 3d ed., Cambridge: University Press, 1906; (2) M. Walter, *Englisch nach dem Frankfurter Reformplan*, Marburg, 1900.